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After the school has committed itself to reducing the number of dropouts, personnel must formulate a plan of action. The following suggestions are made: "start small, work together, take your time, meet regularly, get outside help, report progress and evaluate results? The program for regular students should not be neglected. A checklist is included to help in identifying the scope of the problem. A second evaluation checklist may be used to aid in the systematic identification of potential dropouts.

Because the cause of dropping out varies with each student, each case must be treated individually. An understanding of student problems is necessary for better counseling. A work-study program and extracurricular activities are suggested. Parents should be informed and consulted about their children. If a student leaves school despite efforts to retain him, job advice and counseling should be made readily available to him. Dropouts should be convinced of the continuing interest of the school in their progress. School personnel should make clear their readiness to readmit dropouts without censure.

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How High Schools Can Reduce Their DROPOUT RATE

An Action Guide

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HOW HIGH SCHOOLS CAN REDUCE THEIR DROPOUT RATE-

AN ACTION GUIDE

The University of the State of New York
The State Education Department
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Albany, 1964

Foreword

Reducing the school dropout rate reminds us of Mark Twain's comment on the weather - "Everybody talks about it but nobody does anything about it." The professional and lately the popular literature is replete with accounts of the statistics of the problem and the evil they portend. There have been relatively few comprehensive proposals for alleviating the dilemma of large numbers of incompletely educated young people in our prosperous society. Few agencies are better qualified than the Bureau of Guidance of this Department to offer suggestions for dealing with this situation since its concern with various manifestations of educational disadvantage dates back to 1954 when its Holding Power Project began. This concern continues today in Project ABLE, Talent Search, and a work-study project specifically for potential dropouts, namely STEP, the School to Employment Program. In keeping with its practical orientation to its responsibilities, and with its appreciation of the dimensions of the problem, the Bureau's plan is offered to counselors and cooperating colleagues in secondary education. The "Guide" was written by James W. Moore, Supervisor, Bureau of Guidance, Division of Pupil Personnel Services.

E. R. Van Kleeck
Assistant Commissioner for
Pupil Personnel Services and
Adult Education

TABLE OF CONTENTS

Chapter		Page
I	Introduction	1
II	Concepts and Questions	2
	A. Do We Lose Too Many Pupils As Dropouts?	
	B. Whose Responsibility Is It To "Keep Pupils In School"?	
III	Procedures	3
	A. Plan	3
	B. Know The Scope Of Your Problem	4
	C. Identify Potential Dropouts - Systematically. . .	5
	D. How You Can Help Potential Dropouts	8
	E. Parents	10
	F. If They Leave Anyway.	10

Appendix A: Holding Power Computation

Appendix B: Pupil Record Areas and Items

Appendix C: Pupil Holding Power Data

I Introduction

Between 1954 and 1960 the Bureau of Guidance conducted the Holding Power Project in cooperation with 89 secondary schools in New York State. The purpose of the Project was to launch an attack on the problem of early school leaving by extending and improving the programs of guidance service in the cooperating schools. Project efforts were concentrated upon the members of the class of 1960, some 15,000 pupils, as they progressed from grade 7 to high school graduation.

As indicated in Reducing the School Dropout Rate: A Report on the Holding Power Project:

> It was found that potential school dropouts can be systematically identified well in advance of their departure, that the attitude of parents significantly affects the decision of pupils to leave school early, and that only combined efforts of many types by counselors and their professional colleagues are positively related to a reduction of early school leaving.[1]

As it coordinated Project efforts, the Bureau became aware of the validity, or more exactly the reasonableness of certain orientations to the problem; also that various procedures and techniques had demonstrably greater success than others. It is our purpose in the pages that follow to outline the concept and content of these approaches in the hope that they may prove to be of some assistance to school districts earnestly seeking to reduce their local incidence of early school leaving.

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1 Bureau of Guidance, New York State Education Department, Reducing the School Dropout Rate: A Report on the Holding Power Project. Albany, The Department, 1963. p. 18

II CONCEPTS AND QUESTIONS

Early school leaving for individual dropouts usually represents only the final expression of a long nurtured attitude toward self, society and specifically, toward the values of education. The powerful impetus of these attitudes is such that only unusual efforts by school staff members can counteract them. Thus it seems that counselors and their colleagues should consider these questions early in any program to reduce the local incidence of school dropouts.

A. Do We Lose Too Many Pupils As Dropouts?

Perhaps the "we" above should be underlined. Most counselors and other educators readily support the theme that early school leaving is a cause of concern for the profession and for society in general. However, unless local staff members see in their own schools, a rate of leaving which is too high, it is unlikely that they will be moved to correct it. An answer to this question requires that the local rate be known. A technique for determining the rate is outlined in Chapter III.

Frequently the Bureau receives inquiries concerning "typical holding power rates" for various types of schools. Districts seek standards against which to measure the quality of their performance. Really they are asking, "Is our rate good enough?" Of course, the Bureau is glad to share the data available to us. For example, our statistics indicate that small-rural and large-urban school districts tend to have a lower holding power rate than schools of intermediate size and location. Also, the median holding power of the class of 1960 in 81 of our Holding Power Project schools was 78%. An estimate of the state-wide holding power for the class of 1963 was 74%.

However, a better answer to the question, and one much more sound professionally, is to advise the districts to first examine carefully the characteristics of pupils who dropped out of their schools and then to determine if they could have assisted them to remain in school through reasonable efforts. Obviously, if the answer is yes, their rate of early school leaving must be considered unsatisfactory whether it is 74% or 94%. This point is discussed further in the following chapter under "F. If they leave anyway."

B. Whose Responsibility is it to "Keep Pupils in School"?

Because of the nature of the forces that impel pupils toward withdrawal, no single staff member alone can seriously be expected to change the rate of early school leaving. All of those staff members that serve a potential dropout must work together, each making his own unique and necessary contribution but in concert with the efforts of his colleagues. Nor is this recommendation without a basis in fact. In the Holding Power Project it was found, with statistical significance, that only the joint efforts of several staff members to assist potential dropouts resulted in a reduction of the dropout rate.

Of crucial importance is the commitment of the building administrators and the chief school officers. Without their leadership progress is at best difficult. Although the counselor shares this responsibility with other staff members, he is in a particularly favorable position from which to coordinate the attempts of his colleagues to serve individual students because of the relative ease with which he can contact parents, pupils, and staff members and his ready access to pupil record information.

Some will say that the parents of district pupils must bear a major responsibility for the educational future of their children. Certainly this cannot be denied. Indeed, according to the guidance counselors who cooperated in the Holding Power Project, the attitude of parents was often the determining factor in the decision of pupils to leave. However, the Project and subsequent research elsewhere has made plain that the parents of dropouts are often themselves educationally disadvantaged and, while deploring the withdrawal of their children, may have permitted it because <u>they knew of no effective alternative</u>. Therefore any program to reduce early school leaving must illuminate for parents the alternatives in a way that leads to a true home-school partnership dedicated to making the most of the capacities of individual students.

III PROCEDURES

In keeping with the orientation expressed in Chapter II, it must be assumed in this section that substantial proportions of a local faculty are committed to a program to reduce early school leaving. Again the counselor may be in an especially favorable position from which to assemble information and to compile possible approaches for the consideration of his colleagues. However, it is also true that any faculty member or group of faculty members could perform this function. Certainly the counselor will be an important contributor to the success of the program in whatever capacity he serves because his normal duties require close contacts with parents, students, and staff members, and the school record system on a wider scale than often convenient for his teaching colleagues.

A. Plan

Although one student in four may become a dropout, three in four do not. Since most staff members must also serve more promising students, the plan to combat early school leaving should not interfere with the staff's larger, more conventional responsibility. On the other hand without a plan with a clearly discernible beginning, end, and specific interim steps for the faculty involved, the outlook for progress is dim. Faculties may wish to consider these points:

1. Start small. Perhaps it may be wise to select a single class with which to work initially instead of the entire student body.

2. Work together. Any formal arrangements should be agreed upon by all those who must place them in effect. Keep each other informed of what is being attempted with individual potential dropouts. Nothing can be more disillusioning to a pupil than having the hopes raised by one staff member, dashed to the ground by another.

3. Take your time. It may be better to occupy six months or more in getting the facts and necessary faculty support and making plans rather than beginning when there are many unresolved questions.

4. Meet regularly. Adopt a schedule that most members consider convenient. It is critically important that staff members assisting the same potential dropouts share their progress and insights. Perhaps then small group meetings may be interspersed with less frequent large staff meetings.

5. Get outside help. A knowledge of the experience of others may save time and effort. A review of the literature may prove valuable. However, avoid merely adopting an existing program in toto. Adaptations are often needed to fit local conditions.

6. Report progress. You will get more support from colleagues and community if they understand what you are trying to do - and why. Also, the school program changes proposed will have more chance of adoption if they fall on informed ears.

7. Evaluate results. Decide before you begin what you would like to accomplish in a year or in two years. Describe your results in terms of these standards. Remember, too, that students leave school for reasons deeply rooted in their past. Don't expect to change their minds overnight. Do expect to reduce early school leaving, and if this is not accomplished, try to decide why and revise your approaches after a reasonable interval.

B. Know The Scope Of Your Problem

There are at least two excellent reasons for opening your attack by determining the rate at which students dropout of your school. The first is that many educators tend to overrate their success in holding students through graduation. This is because the majority of dropouts occur quietly throughout the secondary years so that their disappearance attracts only passing attention. In fact, in the Holding Power Project it was discovered that 24% of all dropouts severed their school ties during the summer months. A knowledge of the "real" withdrawal rate may serve to dispel any doubts concerning the need for an anti-dropout program.

The second reason is more obvious. To measure progress you must know where you start.

A most important by-product of such a study is that it will yield, or can readily yield, a list of pupils who have become dropouts from your school. By collecting and analyzing the information in the school records for these local dropouts you should be able to identify the major reasons for withdrawal. The academic experience of these pupils may suggest immediate courses of action which may be taken to counteract influences toward withdrawal, both for individuals and for groups. Also, since a number of special programs are currently being sponsored by all levels of government designed to assist unemployed or underemployed young people in the 16-24 age range, of whom many are dropouts, the list suggested may

serve as an important reference in the development of plans to establish these programs. In Appendix A, a technique for computing local holding power rates is presented.

C. Identify Potential Dropouts - Systematically

The use of information about pupils as a basis on which to make decisions concerning appropriate educational programs is certainly not a novel technique. It has been clearly demonstrated in the Holding Power Project that a comparison of the data available in the schools on individual pupils with the pupil characteristics known to be associated with early school leaving effectively identifies potential dropouts from a year to several years before they actually leave. Armed with this "early warning" system, faculties with serious intentions of reducing their dropout rate should have ample time to make significant attempts to help potential dropouts to continue, and hopefully complete, their secondary education.

The identification process has four elements; i.e., a useful body of information for each of the pupils the school serves, a compilation of the pupil characteristics commonly attributed to school dropouts, a determination for each pupil of the degree to which his record indicates that he manifests the critical characteristics, and a careful analysis of the results.

In Appendix B the basic items of pupil information included in the Manual On Pupil Records[2] are listed. In Appendix C, Pupil Holding Power Data, a checklist of characteristics related to early school leaving used in the Holding Power Project is reproduced. The checklist contains relatively objective items in Part I and more subjective items in Part II. As the instructions on the form indicate, Part II entries should represent the collective judgment of all staff members assisting the pupil being rated on the checklist. Obviously, the validity of the rating assigned to a pupil as a result of the completion of the scale for him is directly related to the care with which the instrument is used.

It will be noted that for each item on the checklist, two qualifying descriptions are provided - those which tend to render the pupil so rated either "vulnerable to dropping out" or "favorable to retention." Therefore if the checklist is completed for a group of pupils it will be possible to rank the pupils according to their vulnerable and favorable ratings. At the top of the list might be entered those pupils with the most favorable and no vulnerable checks, and toward the bottom, those pupils with the most vulnerable and no favorable ratings. Such a ranking will in fact represent the faculty's prediction of the likelihood of early school leaving for each of the pupils in the group. The final question to be resolved is which of the more vulnerable pupils should be considered potential dropouts and thus which should be singled out for special attention. The "cut-off point" or the number of vulnerable checks which are sufficient to nominate a pupil as a potential dropout logically should be

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2 Bureau of Guidance, New York State Education Department, Manual on Pupil Records. Albany, the Department, 1962. Chapter V.

determined by the staff which will assist these potential dropouts.

As a guide, the table below displays our experience with various cut-off points in the Holding Power Project. Our aim in developing the table was to discover the cut-off point which predicted as potential dropouts the largest percent of actual dropouts and the smallest percent of stay-ins. For example, when the checklists were completed for boys in grade 8, it was found that four or more vulnerable checks were entered for 87% of the 128 boys in the sample who later became dropouts and also that four or more vulnerable checks were entered for 22% of the 145 boys in the sample who remained in school and did not become dropouts. The goal of any predictive technique is to suggest a high proportion of those who eventually take the predicted action and a low proportion of those who do not. The table indicates that our checklist quite reasonably meets this criterion. Faculties assisting potential dropouts identified in this fashion may expect that only in roughly one in five cases will their attention be inappropriate.

Prediction Points Based on the Number of Vulnerable Checks

Grade of Administration	Sex	No. VW[1]	No. Ret.[2]	Cut-off Point (No. of Vul. Checks) More than	% of Actual Dropouts Predicted	% of Stay-Ins Predicted as Dropouts
6	M	61	97	5	80	12
	F	60	114	4	58	13
8	M	128	145	4	87	22
	F	121	157	3	74	19
10	M	98	172	5	87	21
	F	102	197	5	72	13

1 voluntary withdrawal (dropout)
2 retained (stay-in)

It may be of some interest to note that there was a difference between the mean number of vulnerable checks for dropouts and for stay-ins which was significant at the .001 level for each of the administrations reported in the table. Also it can be seen that the device predicts female dropouts somewhat less sharply than males.

An important by-product of this technique is that it contributes to an analysis of the characteristics important to the effective education of whole classes of pupils. In effect, the raw material for an academic inventory is developed if item tabulations are made for groups. This alone, apart from the identification of individual potential dropouts, may be sufficient reason to use the system since it may be expected to reveal important needs shared by a number of pupils to which the faculty should react in order to reduce early school leaving. Examples might

include the finding that substantial numbers of pupils read below grade level, or have depressed learning rates, or do not participate in school activities, or have parents who do not support the need for graduation.

Although all of the items on the checklist were selected because of their association with tendencies toward early school leaving reported in the literature, obviously some are better predictors than others. Moreover, it seems reasonable to expect that the predictive capacity of specific items may vary from district to district, and even from one rater to another. As faculties become experienced with the application of the technique, they are advised to make appropriate revisions to insure that it meets their specific local needs.

To test the predictability of the instrument items in the Holding Power Project, a contingency coefficient for each item was calculated which provides a measure of the relative capacity of each to distinguish between students who become dropouts and those who do not. Our results are listed in Appendix C. The data were obtained from the administrations of the checklist to a sample of dropouts and stay-ins in 20 Holding Power Project schools. Roughly 250 members of each student category were studied. As indicated in the table, the items which discriminated best between dropouts and stay-ins were "age", "grade retardation", "learning rate", and "pupil's interest in school"; those on which the two groups were rated most alike and hence which contributed least to the prediction of dropouts were "physical size", "health", "father's occupation", and "school to school transfers." Because other studies and certain facets of our own investigations in the Holding Power Project have led us to consider that "father's occupation" may be a particularly sensitive index to possible early school leaving, the relatively low predictability of that item reported here should not be regarded as typical. Steps should be taken to assist faculty members to distinguish correctly between unskilled and semiskilled occupations on the one hand and professional, semiprofessional, and managerial occupations on the other.

The analysis of item predictability reported above is offered only to illustrate outcomes with the technique in a "real" situation. Most faculties will not find it necessary to analyze the predictability of items with such precision.

As a class progresses through its secondary school program, how often should its members be rated for vulnerability to premature withdrawal? Local experience with the technique will dictate the answer. Ratings should probably be reviewed at least annually and the list of vulnerable students revised accordingly. Of course, new entrants to the class must be rated after faculty members have become familiar with them.

Below we have summarized the points offered in this section:

1. Develop a good record of pertinent information for each pupil (Appendix B).

2. Compare this information for individual pupils with factors known to be associated with early school leaving (Appendix C).

3. Do this for all pupils in a class or group. Otherwise some potential dropouts, especially girls, may be overlooked.

4. Decide which pupils may become dropouts.

5. List these pupils for the information of the staff members that work with them.

6. Regardless of your predictions, note that pupils who are not promoted to the next grade with their classes are especially "dropout prone." Likewise, pupils whose school marks take a definite turn downward should be considered potential dropouts.

D. How You Can Help Potential Dropouts

The cluster of causes that build to the decision to leave before graduation varies from individual to individual. As mentioned above, an analysis of the checklist ratings for pupil groups may suggest appropriate types of assistance. For individual potential dropouts too, their vulnerable items may indicate where help is needed. The efforts observed in the Holding Power Project to help potential dropouts are the source of these additional suggestions:

1. Give potential dropouts their fair share of your time.

2. Convince them that you are willing and able to help. Often this is the largest part of the battle. In this, action and interest are usually more productive than words.

3. Be sure that their school program fits their needs and capacities. With a little ingenuity it is often possible to revise their schedule so that it becomes much more appropriate.

4. Look into the possibility of establishing a part-time school, part-time work program for certain potential dropouts. Often supervised experience in the working world is all that is needed to convince these pupils of the importance of a high school diploma. In the Education Department, the Division of Trade and Technical Education assists local school districts in the development of work-study programs designed to provide a specific skill in business, distributive, and vocational-industrial occupations. The Bureau of Secondary Curriculum Development performs the same function in connection with General Work Experience Programs and the Bureau of Guidance with STEP, the School to Employment Program, which last is specifically intended for potential dropouts.

5. Help them to know what lies ahead if they do dropout. A rather bleak, unstable economic future is indicated. For girls, who often marry quite soon after leaving, a review of the problems related thereto is pertinent. Information from follow-up studies of previous dropouts and from studies of local employment and unemployment may be useful in this activity.

6. Contact potential dropouts more frequently before, during, and after vacations. One in four left from Holding Power Project schools during the summer months.

7. Encourage them to enter extracurricular activities in which they may find the success and esteem which often escape them in their academic programs.

8. Investigate all subject and grade failures as they occur. Determine the cause of failure and take corrective action.

The last point concerning "failures" demands further discussion. At the time of their withdrawal, 75% of the dropouts in the Holding Power Project were failing one or more subjects. Also 62% of the Project dropouts had repeated at least one grade level but the same was true of only 9% of a sample of stay-ins from Project schools. Again, of the pupils who joined the Project population as a result of non-promotion in the class immediately preceding the Project group, nearly 40% eventually chose to leave school, frequently before a year had elapsed. Thus is presented the crux of the problem for secondary faculties. Potential dropouts are not promising students and as such have small appeal for many faculty members. Nevertheless, it is precisely with this symptom of early school leaving that educators, by definition, are best equipped to deal. A few time worn considerations associated with school failures are these:

1. That a pupil failed because "he didn't try hard enough." Only rarely are there not other more pertinent reasons and these should be discovered. The staff member assigning the failing grade is in an excellent position to do this.

2. That a "repeater" needs less help the second time he attempts a program because "he's had it all before." If anything, he needs more help, and encouragement.

3. That it is enough for a staff member, often the counselor, to "see" all the failures at the end of each marking period and admonish them to "do better." At the very least, when the same crop of failing pupils is yielded again and again, a more profound approach is required.

4. That failure is a problem of individual pupils and requires individual reaction. As it is observed that certain difficulties are shared by a number of students, it is possible that economy of professional time and effort may be best served by establishing remedial instruction or even new instructional levels and techniques for groups of pupils.

5. That each teacher is <u>singularly</u> responsible for promoting the progress and correcting the failure of the pupils in his classes. A better view, and the orientation expressed in this document, is that <u>all</u> staff members serving individual potential dropouts share a responsibility for their progress in all phases

of the school program, not only in the area of their primary assignment. This demands first that staff members review together the progress and lack of progress of specific students, and second, that the search for the cause of failure and the appropriate corrective measure, while especially the concern of the immediately involved staff member, be pursued also and applied coordinatively by his colleagues.

E. Parents

There can be no question of the importance of securing the cooperation of the parents of potential dropouts if school-based efforts to reduce early school leaving are to succeed. This has been repeatedly demonstrated in the Holding Power Project and in other studies. In the Project, for example, it was found that there was a significant difference, among pupils still in school but in low as contrasted to high holding power schools, in the number and recency of contacts between their counselors and parents - the difference in favor of the high holding power school pupils. A frequent consequence of educational disadvantage is a certain estrangement between the affected adults and school staff members. Thus it is quite likely that parents of potential dropouts may at first appear indifferent to the disposition of their children to leave school before graduation. School staff members may have to go more than half-way with these parents until, as with the pupils, they are really convinced that the school is anxious and able to help. Experience has shown that with persistence and patience, effective communication can be established, and the responsibility to help parents assume their responsibility can be discharged. These specific suggestions are offered:

1. Inform parents as soon as you believe that their child is a potential dropout.

2. Discuss the situation with them and plan a course of action <u>together</u> to keep the pupil in school.

3. Keep the parents informed of the pupil's progress.

F. If They Leave Anyway

No matter what is done some pupils will always drop out of school. Nothing said here is meant to convey the impression that anything less than a retention rate of 100% is unsatisfactory. However, it is argued that most districts should find it difficult to justify losing fully a quarter of their potential graduates before graduation (the approximate dropout rate for the class of 1963 in New York State). Because a school climate conducive to the reduction of early school leaving must logically include a real concern for the welfare of those who decide to leave anyway, procedures are listed below through which the school may help dropouts to make a good start in the world "outside."

1. Arrange an exit interview with all pupils leaving school.

2. Review with them the techniques of securing a job.

3. Place them in contact with responsible agencies, particularly the New York State Employment Service, which can offer valuable assistance.

4. Locate local employers who can offer dropouts opportunities with some future.

5. Help dropouts to understand the responsibilities their decision mandates.

6. Point out the ways in which they can continue their education (evening high schools and adult education, correspondence schools, armed forces, business and vocational schools). It is especially appropriate that they be referred to the director of adult education in the district and that he, in turn, be made aware of their leaving.

7. Review with them the hours when the guidance office will be open and confirm that the counselors will be available to assist them.

In sum, your dropouts should be convinced of the continuing interest of the school in their progress, and even that they may be readmitted without censure should they so desire.

At the end of each year in the Holding Power Project (1954-60), the Bureau of Guidance compiled and published the promising practices noted by its supervisors during their visits to cooperating schools. These Holding Power Practice Bulletins 1-6 may suggest to interested faculties still other techniques through which to assist potential dropouts and are available upon request to the Bureau of Guidance, New York State Education Department, Albany 12224.

APPENDIX A

HOLDING POWER COMPUTATION

Holding Power Project
Form Number VII
June 1964

DEFINITIONS:

This technique applies to members of a specific graduating class during their secondary school years (grades 7-12).

Holding Power - The ratio of the number of graduates to the number of potential graduates expressed as a percent.

Potential Graduates - The number of graduates increased by the number of voluntary withdrawals (dropouts).

Involuntary Withdrawals - Those leaving school for reasons over which they have no control.

Voluntary Withdrawals - Those leaving for reasons over which they usually have control. (dropouts)

Examples of voluntary and involuntary withdrawals are listed at the end of this Appendix.

COMPUTATIONAL TECHNIQUE:

To determine the holding power percent, it is suggested that participating schools calculate their holding power as follows:

$$\text{Holding Power} = \frac{\text{Graduates}}{\text{Potential Graduates}} \times 100$$

It is recommended that the following number of classes be studied by schools of the size indicated to produce a reliable holding power index.

School Enrollment (Gr. 7-12)	No. of Classes	Determine Holding Power For
200-300	4	Classes of '61, '62, '63 and '64
300-400	3	Classes of '62, '63 and '64
400-800	2	Classes of '63 and '64
800 and over	1	Class of '64

Determine from the chart above the number of classes with which you must work to obtain a reliable holding power index.

PROCEDURES:

A Select the class or classes for which you will determine the holding power.

B Make a chart similar in form to the one attached. Obtain names and data by reviewing the Registers of Attendance for the class as it progressed from grade 7 to 12.

C List all the pupils enrolled as seventh graders in the class being studied.

D To eliminate some of the clerical follow through on a greater share of the class, check (✓) in the "graduate" column, from the graduating class list, all pupils who were originally enrolled and listed in item C above. List and check all other graduates who were graduated with this class. You will be able to locate at what grade level they were picked up as the remaining steps are completed. To facilitate your check, draw a line from the pupil's name through the graduate column. (See examples 7, 9 and 10 on sample form).

E Indicate on the chart under "grade 7", pupils who withdrew prior to the close of school, "I" for an involuntary withdrawal and "V" for a voluntar withdrawal (dropout). Typical voluntary and involuntary withdrawal categories are listed after the chart in this Appendix.

F By referring again to Registers of Attendance, locate all registrants for grade 8.

a. Check (✓) in the "grade 8" column all pupils who were registered as 8th graders and completed the school year. (See examples 2, 3, 5 and 8.)

b. Classify and code the summer withdrawals (those listed in grade 7 but who do not appear on the grade 8 register) in the summer column. Reliable dropout figures will be obtained only as accurate withdrawal categories are assigned. (See example 1.) At the same time, list all new 8th grade registrants putting an "E" (indicating entered) in the 8th grade column (See example 10).

c. Classify and code all pupils who withdrew during the eighth year as in item E above. (See example 6.)

G Follow the procedures in item F for each of the remaining years on the chart (9-10-11-12).

H Compute the holding power for the graduating class. It will also be possible to compute the holding power of this class at each grade level. In this last case, the numerator of the holding power ratio is the number of registrants and the denominator, the number of registrants increased by the number of dropouts from all grades to date.

Addenda - (OPTIONAL)

The procedure above can readily be expanded to provide (1) a determination of the most critical month(s) of early school leaving (2) a comparison of the dropout rate for boys and girls, and for long-term district pupils and recent transfers.

NAME (Grade 7)	Grade 7	Summer	Grade 8	Summer	Grade 9	Summer	Grade 10	Summer	Grade 11	Summer	Grade 12	Graduate
1 Arnold, Louise		I										
2 Jones, Mary			✓		✓		✓		V			
3 Stuart, Carol			✓		✓		✓		✓		V	
4 Wright, Susan	I											
5 Ames, John			✓		✓	I						
6 Johnson, Richard			V									
7 Smith, William	←										→	✓
8 Rogers, Peter			✓		✓		✓	V				
9 Barnes, Ronald							E	←			→	✓
10 Cole, Anna			E	←							→	✓
11 Richards, James					E		I					

EXPLANATION:

1 Involuntary withdrawal - summer - transferred to another grade (held back).

2 Voluntary withdrawal - grade 11 - marriage.

3 Voluntary withdrawal - grade 12 - needed at home.

4 Involuntary withdrawal - grade 7 - transferred to another school system.

5 Involuntary withdrawal - summer - deceased.

6 Voluntary withdrawal - grade 8 - entered verified legal employment.

7 Originally enrolled - graduated.

8 Voluntary withdrawal - summer - dropped out of school.

9 Entered grade 10 - graduated.

10 Entered grade 8 - graduated.

11 Entered grade 9 - involuntary withdrawal - grade 10 - enforced withdrawal because of commitment to correctional institution.

Categories of Pupil Withdrawal

A. Involuntary

1. Transferred to another public school within the school system.

2. Transferred to another grade within the school (either accelerated or "held back").

3. Transferred to a parochial or private school or to another school system.

4. Listed as legally exempted from school attendance at the end of the school year because of physical or mental disability (properly certified by qualified examiners)

5. Called into Armed Services.

6. Deceased

7. Enforced withdrawals because of commitments to correctional institutions.

8. Enforced withdrawals because of admission to institutions other than correctional.

B. Voluntary

1. Entered verified legal employment.

2. Needed at home (16, 17 years of age or older).

3. Enlisted in the Armed Services.

4. Married.

5. Dropped out of school; not employed or needed at home.

APPENDIX B

PUPIL RECORD AREAS AND ITEMS

The content of this appendix has been distilled from Chapter V, "Suggested Pupil Record Areas and Items" in the 1962 Department of Education publication, Manual on Pupil Records.

Area 1 - Personal Identification Data

Basic Items:
(a) Name of pupil
(b) Date of birth
(c) Evidence of birthday
(d) Place of birth
(e) Sex
(f) Residence of pupil
(g) Telephone number
(h) Month, day and year of school entrance

Optional Items:
(a) Name and address of school
(b) Home room number and teacher
(c) School year
(d) Mode of transportation to school
(e) Social security number
(f) Name of counselor

Area 2 - Family Information

Basic Items:
(a) Name of father
(b) Name of mother
(c) Name of guardian(s)
(d) Occupations and employers of parents or guardians
(e) Siblings
(f) Additions to or changes in family data
(g) Highest school grade completed by parents or guardians

Optional Items:
(a) Address(es) of parents or guardians
(b) Highest grade completed by siblings
(c) Occupations of siblings, if working
(d) Bilinguality of pupil

Area 3 - School Attendance

Basic Items:
(a) Daily record of attendance
(b) Daily record of tardiness
(c) Daily record of excused absence
(d) Explanation of each absence, tardiness and excused absence
(e) Weekly, period and total attendance of pupil, including tardiness
(f) Action taken on illegal absence
(g) Exemption from instruction

Optional Items: None

Area 4 - Health and Physical Growth

Basic Items:

(a) Name of family physician and telephone
(b) Health history of pupil
(c) Preventative measures and tests
(d) Results of and recommendations from:
  (1) Medical examinations
  (2) Dental health examinations
  (3) Vision tests
  (4) Hearing tests
(e) Significant temporary and permanent health factors
(f) Notes of school health service personnel
(g) In-school and out-of-school referrals
(h) Results of follow-up health conferences
(i) Results of physical fitness tests and recommendations

Optional Items:

(a) Teacher's comments on pupil health

Area 5 - Academic Record

Basic Items:

(a) Subjects and teachers' and Regents' marks for semester and year
(b) Units by subject and cumulative by school year
(c) Summer school credits
(d) Subjects and grades failed and subjects dropped
(e) Secondary school subject sequences
(f) Rank and number in graduating class
(g) Type of diploma and date of graduation
(h) Special educational services provided

Optional Items:

(a) Number of weeks, periods per week, and period length of each subject
(b) Reasons for course and subject changes
(c) Explanation of marking system
(d) Record of remedial or special instruction

Area 6 - Standardized Test Results

Basic Items:
(where appropriate in terms of the test used)

(a) Name of standardized test
(b) Form of test
(c) Level of test
(d) Month, day and year of test administration
(e) Chronological age of pupil (at time of test administration)
(f) Converted test score
(g) Necessary description of norm group(s)
(h) Test results from other sources
(i) Remarks

Optional Items:

(a) Initials of test administrator, scorer and/or recorder
(b) Test raw score

Area 7 - Personal-Social Characteristics

Basic Items:
(a) Parental report(s) of pupil characteristics
(b) Composite rating of pupil traits
(c) Single teacher statement of pupil characteristics

Optional Items:
(a) Pupil self-ratings

Area 8 - Accomplishments, Honors and Awards

Basic Items:
(a) Accomplishments
(b) Honors
(c) Awards

Optional Items: None

Area 9 - In-School and Out-of-School Activities

Basic Items:
(a) Participation in school extracurricular activities
(b) Participation in out-of-school extracurricular activities
(c) Hobbies and interests
(d) Marked or special talents
(e) Work experiences (credit types, e.g., general work experience, cooperative industrial, cooperative office skills, and cooperative general education and miscellaneous non-credit types):
  (1) Title of job and summary of duties
  (2) School grade of student
  (3) Dates of period of employment
  (4) Place and address of employment
  (5) Daily or weekly hours
  (6) Marketable skills
  (7) Pupil reaction to employment
  (8) Employment certificate number
  (9) Student reasons for entering or leaving employment
(f) Pupil supervised farming program and achievements (agriculture)

Optional Items:
(a) Report of leisure-time reading
(b) Report of travel
(c) Industrial record card (industrial arts)
(d) Cumulative project record (industrial arts)
(e) Cumulative records of home and community experiences (home economics)
(f) Wages or salary (work experiences)

Area 10 - Educational and Vocational Plans

Basic Items:
(a) Pupil educational plans
(b) Pupil vocational plans
(c) Parent educational preferences for pupil
(d) Parent vocational preferences for pupil

Optional Items:
(a) Type(s) of appropriate educational financial aid

Area 11 - Entry, Withdrawal and Follow-up

Basic Items:

(a) Date of admission to school
(b) Grade of entry
(c) Place from which admitted
(d) Date of transfer, destination and reasons for transfer
(e) Date of withdrawal, destination and reasons for withdrawal
(f) Graduation data
(g) Educational institutions entered on school exit
(h) Occupation entered on school exit

Optional Items:

(a) Record of schools attended
(b) Transcripts or recommendations sent
(c) Advanced education record
(d) Occupational placement and success
(e) Student comments on school training and services

APPENDIX C

PUPIL HOLDING POWER DATA

Holding Power Project
Form Number II
June 1964

Teacher reporting _____ Date _____

Below are listed potential factors in early school leaving and retention. Only definitely negative and positive characteristics are shown; hence it may not be possible to check every item for each student. Items in Part I may be obtained from school records or observation by the person responsible for completing this form. Items in Part II should be a summary of the opinions of all teachers under whose supervision the pupil comes during the school year.

Part I

Last name _____ First _____ Initial _____ Age _____ Grade _____

FACTOR	VULNERABLE TO DROPPING OUT		FAVORABLE TO RETENTION	
a. AGE	Old for grade group (over 2 years)	_____	At age for grade group	_____
b. PHYSICAL SIZE	Small for age group Large for age group	_____ _____	No size demarcation	_____
c. HEALTH	Frequently ill Easily fatigues	_____ _____	Consistently good health	_____
d. PARTICIPATION IN SCHOOL ACTIVITIES	None	_____	Planned and reasonable	_____
e. PARTICIPATION IN OUT-OF-SCHOOL ACTIVITIES	None	_____	Planned and reasonable	_____
f. GRADE RETARDATION	One year or more retarded	_____	At grade or above	_____
g. FATHER'S OCCUPATION	Unskilled Semiskilled	_____ _____	Professional Semiprofessional Managerial	_____ _____ _____
h. EDUCATIONAL LEVEL ACHIEVED BY:				
FATHER	Grade 7 or below	_____	Grade 10 or above	_____
MOTHER	Grade 7 or below	_____	Grade 10 or above	_____

Form II - Page 2

PUPIL HOLDING POWER DATA

FACTOR	VULNERABLE TO DROPPING OUT		FAVORABLE TO RETENTION	
i. NUMBER OF CHILDREN IN FAMILY	Five or more	_____	Three or less	_____
j. SCHOOL-TO-SCHOOL TRANSFERS	Pattern of "jumping" from school to school	_____	Few or no transfers	_____
k. ATTENDANCE	Chronic absenteeism (20 days or more a year)	_____	Seldom absent (10 days or less a year	_____
l. LEARNING RATE	Below 90 I.Q.	_____	Above 100 I.Q.	_____
m. ABILITY TO READ	Two years or more below grade level	_____	At or above grade level	_____
n. SCHOOL MARKS	Predominantly below "C"	_____	Predominantly "B" or above	_____

PART II

o. REACTIONS TO SCHOOL CONTROLS	Resents controls	_____	Willingly accepts controls	_____
p. ACCEPTANCE BY PUPILS	Not liked	_____	Well liked	_____
q. PARENTAL ATTITUDE TOWARDS GRADUATION	Negative	_____	Positive	_____
	Vacillating	_____	United	_____
r. PUPIL'S INTEREST IN SCHOOL WORK	Little or none	_____	High	_____
s. GENERAL ADJUSTMENT	Fair or poor	_____	Good	_____

Additional Comments:

ITEM PREDICTABILITY
Distribution of Contingency Coefficients
Pupil Holding Power Data

Coeff.	Total	Male	Female
.45		Age	
.44			
.43		Grade Retardation	
.42	Age		
.41			
.40	Grade Retardation	Learning Rate	
.39			
.38			
.37			Age
.36		Pupil's Interest	
.35			Grade Retardation
.34		Ability to Read	
.33	Learning Rate Pupil's Interest	School Marks Parental Attitude-negative	
.32			
.31			
.30	School Marks	General Adjustment	
.29	Ability to Read		
.28	Parental Attitude-negative		Pupil's Interest
.27	General Adjustment		School Marks
.26			
.25	Partic.in Out-of-Sch.Act.	Partic.in Out-of-Sch.Act. Attendance	Learning Rate Parental attitude-negative General Adjustment
.24			
.23			
.22	Attendance	Parental Attit.-Vacill. Educational Level-Mother Reactions to School Controls Acceptance by Pupils Partic. in Sch. Act.	Partic.in Out-of-Sch. Act. Attendance Ability to Read
.21	Acceptance by Pupils		
.20	Number of Children in Family Reactions to School Controls	Educational level-father	Number of Children in Family
.19	Educational level-mother Parental attitude-vacill.	Number of Children in Family	Reactions to School Controls Acceptance by Pupils
.18	Partic. in School Act.		
.17	Educational level-father	Father's Occupation	Parental Attitude-vacill.
.16	Father's Occupation		
.15			Educational level-father Educational level-mother
.14			
.13			Father's occupation
.12	Health		
.11		Physical Size Health	Health School to School Transfers
.10	School to School Transfers	School to School Transfers	Partic. In School Act.
.09			
.08	Physical Size		
.07			
.06			
.05			
.04			Physical Size